

montana schools

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ECLIPSE OVER MONTANA

A total solar eclipse is one of nature's most spectacular phenomena--so spectacular that thousands of people are converging on Montana from all over the world in order to observe the eclipse on February 26, 1979. Since you live here, try to be in the "path of totality" that day. You will witness a rare and impressive event that probably will not occur in Montana for another 360 years.

Path of Totality. For all eclipse-watchers in Montana, the phenomenon will begin at 8:15 a.m., when the moon will start to pass in front of the sun, gradually blocking out all sunlight. Those viewers outside the path of totality will see a portion of the sun throughout the eclipse and will miss the spectacular aspects of totality. Inside the path you'll be able to see planets and stars, the fleeting Beads of Bailey, the Diamond Ring Effect and the shimmering corona of the sun. After only a few minutes of totality, more and more of the sun's disk will emerge until the moon has passed completely by and the sun is "whole" again.

fered permanent partial damage to their vision. To protect your students' eyes and your own, follow the advice below for safe viewing.

Eclipses over history. Astronomers and astrologers have been able to predict eclipses for 4,000 years. Of course, not everyone has known of eclipses beforehand, and many people have been caught by surprise--with interesting consequences. A total solar eclipse caused a peace treaty to be signed on May 28, 585 B.C. The Medes and Lydians had been fighting for five years and were ready for another battle when a total solar eclipse darkened the sky, and the soldiers laid down their arms.

Two Chinese astronomers, Ho and Hsi, were reported to have been put to death by the emperor Hsia Chung-K'ang for failing to predict a solar eclipse in 2136 B.C. The Chinese thought that eclipses were caused by a gigantic dragon eating the sun. The only way to save the life-giving sun from its fate was to make enough noise to scare the dragon away. This required preparation, and eclipse predictions were necessary. When the two



In Ballarat, Australia, astronomers from the Swiss Federal Observatory shot this view of the October '76 eclipse. (Sky and Telescope, January 1977)

have had their effects on history. On February 29, 1504, Christopher Columbus and his men found themselves going hungry on an island, and the natives refused to sell them food. Columbus knew, however, that the moon would eclipse that night and told the natives he would turn the moon red if they did not give him food. They scoffed, but that night the moon flushed red, and Columbus' men had all the food they desired.

Another lunar eclipse caused a military vanquishment on August 27, 413 B.C. The Athenians were abandoning their siege of Syracuse when a lunar eclipse caused the superstitious soldiers to delay their departure, and they were destroyed by the Syracusians.

Modern astronomy and eclipses. Today we can predict an eclipse hundreds of years in advance, and we know what causes it--syzygy, which means "three celestial bodies in a line." During a total solar eclipse, the sun, moon and earth are in precise line, and the moon's shadow falls upon earth. Once every month, the moon is almost in line: twice a year it is in the exact position to effect a solar eclipse.

If the moon is at its average distance from the earth, the moon's shadow is not long enough to reach land. This creates a ring of sun around the moon, and totality does

not result. If the moon is closer to earth than it usually is, the moon's shadow falls on earth and we experience a total eclipse. The path of totality is so narrow, however, that the chances of seeing even one eclipse in a lifetime are small.

If the moon were ten percent smaller or ten percent farther away, inhabitants of earth would never see a total eclipse. The sun is 400 times larger than the moon but also 400 times farther away. For this reason they both appear about the same size. Test this out yourself by noting the size of the sun when the sky is sufficiently overcast to permit a brief glimpse.

Through the perennial study of eclipses, science has made many discoveries.

*As a result of recording the exact times of eclipses for many years, scientists have detected that the earth is slowing down .0016 seconds every century.

*The element helium was discovered on the sun twenty years before it was found on earth. A spectroscopic analysis of the corona in 1895 revealed the element, which was named after the Greek word "sun"--"helios."

*A total solar eclipse on May 29, 1919 proved Einstein's theory on the bending of light by gravity. Specific stars were photographed in the night sky and during an eclipse, when the stars' light passed by the sun. Because the gravity of the sun actually bent the rays of light during the eclipse, the stars



To witness the onset of totality, be prepared by times indicated.

Caution! During every solar eclipse people damage their eyes, either by looking directly at the sun or by using unsafe filters. As a magnifying glass focuses the sun's rays on paper, so the lense of the eye focuses rays on the retina and burns it. The retina has no nerve endings to signal pain, and permanent damage can be done without any awareness of it. People have actually been blinded in one or both eyes, and many have suf-

fered permanent partial damage to their vision. To protect your students' eyes and your own, follow the advice below for safe viewing.

Here lie the bodies of Ho and Hsi, Whose fate though sad was advisable-- Being hanged because they could not spy Th' eclipse which was invisible.
Lunar eclipses. Even lunar eclipses

continued on next page

appeared in different positions from those recorded for the night sky.

*Temperatures taken of the sun's corona show that it is actually hotter than the sun itself—a fact that still puzzles scientists.



Mark Sanchez of Helena tests out film-negative viewer. Mirror reflection to shaded surface is method of choice, however.

To View An Eclipse Safely

Do NOT use smoked glass, colored glasses or colored film negatives, which simply keep the eye from blinking and still allow the sun's rays to damage the retina. Safest viewing is with projection.

The easiest projection method is to put a pinhole through a 3 x 5 card. Project the image of the sun onto a second card. A sharper image is produced with a hole through foil. Cut a 1-cm hole in the card, cover with foil and pierce with a needle. Even first- and second-graders enjoy producing their very own images of the sun and watching the progress of the eclipse on this small scale.

A class-size image of 15 to 20 cm can be obtained with an ordinary pocket mirror. Simply stand in the sun and project the image onto a shaded wall, inside or outside, or onto a blackboard or ceiling. If students work the mirrors, make sure they do not flash the sun's image into other students' eyes. A sharper image can be obtained by covering the mirror with paper in which a dime-sized hole (round or square) has been cut. When a square

hole is cut, the image will be square close to the mirror and round farther away. Students enjoy experimenting to shift these images.

The clearest image is produced with a telescope. Do not allow anyone to look at the sun or even in the direction of the sun through the telescope. Also, do not use a solar filter even if the telescope has been equipped with one. Some are not at all safe, and others develop fine hairline cracks which allow light to pass through. Guide the telescope toward the sun by watching the sun's shadow, and slowly maneuver the barrel until the image is located on the sun-screen. You'll not only see the eclipse but also sunspots if they're present.

To look directly at the sun, you must have a metallic filter. Even with a proper filter, however, no one should look continuously at the sun. Use two layers of completely exposed and developed black and white film or one layer of black X-ray film. Cut a hole in a 9 x 12 card and cover it with the film.

You may also use welder's goggles with a #13 filter. Check with your Vo-Ed department about borrowing several pairs for the day.

B. E. Meyers, 2717 200th Ave. SE, Issaquah, WA 98027, sells an aluminized mylar which is safe for direct viewing.

Resources

Astronomy-June, 1978 *Solar Eclipse 79* and summer sky chart. Sky and Telescope-June, 1978 *The Total Solar Eclipse of February 26, 1979* and sky chart.

July, 1978 *Weather Prospects for February Eclipse*.

Jan. 1978-description of partial eclipse, p.6.

Dec. 1977-description of a total eclipse in *Eclipse at Sea*.

Oct. 1977-*Safe Viewing of Eclipses*, pg.277.

Jan. 1977-description of a total eclipse in Australia.

Aug. 1976-*The Next Decade of Solar Eclipses*.

Learning-Feh. 1979 center-fold poster and experiments

Kodak- *Photographing an Eclipse*. Circular #157, supplement to the *American Ephemeris and Nautical Almanac*, "Total Eclipse of 26 February, 1979," U.S. Naval Observatory, Supt. of Doc., U.S. Gov. Printing Office, Washington, DC 20401.

Eclipses, Astronomical League Book Service, Sheran Brettman, 13 Meadowlark, Carpentersville, IL 60610, \$2.00.

SOME OF THE SCIENTIFIC EXPERIMENTS STUDENTS CAN PERFORM

1. Time the eclipse and compare with these official times for a few Montana cities:

	eclipse begins	totality begins	length of totality	end of totality	end of eclipse
Bozeman	8:17	9:24	1:34	9:26	10:38
Great Falls	8:20	9:26	2:15	9:28	10:40
Helena	8:18	9:24	2:36	9:27	10:37
Roundup	8:21	9:28	2:14	9:30	10:42

2. Take the temperature each five minutes and compare with the progress of the eclipse. Be sure the thermometer is in the shade.

3. Just before totality watch for the shadow bands. These bands of light and shadow are caused by reflection and refraction of the sun on layers of air and are similar to the shadows of a ripple on the bottom of a swimming pool.

4. If you are viewing from a hill, watch for the swiftly moving shadow of the moon as it approaches from the southwest.

5. Observe the behavior of plants and animals. People have noted flowers closing up and chickens going to roost during an eclipse.

6. The beginning of totality is marked by the Beads of Bailey. These beads of light around the edge of the moon were described by William Bailey and named after him. The edge of the moon is not smooth, but pitted by valleys and craters. The last rays of the sun come through these low spots and make a characteristic pattern of light around the edge of the moon. If the last rays pass through a very low spot, the result is the Diamond Ring Effect—one bright spot on the edge.

7. Try to spot the narrow red streak or fringe around one edge of the moon, which flashes for a brief instant. This is the chromosphere, a thin layer of very hot gas just above the sun's surface and below the corona.

8. Enjoy the corona—the shimmering, pearly outer atmosphere of the sun. The corona emits half the light of the full moon and is invisible ordinarily because of the brilliance of the sun. Estimate its size in comparison with the sun. Sometimes you can see the sun's magnetic lines of force as they are illuminated by the corona.

9. Look for solar flares or prominences leaping from the surface of the sun and extending past the moon. These look similar to flames leaping from a fire.

10. Watch for the Diamond Ring Effect and the Beads of Bailey as they mark the end of totality.

For Specific Subject Areas . . .

Math

1. Test or demonstrate the idea that apparent size depends on two factors—real size and distance. An object held at a distance 108 times its diameter will be the same size as the moon or sun; e.g., an object 1 cm in diameter held 108 cm away from the eye will be the same apparent size as the sun or moon.

2. Below you'll find directions for projecting the image of the sun. With ratios, you can determine the diameter of the sun. Measure the distance from the pinhole, mirror or telescope lens to the white surface and measure the diameter of the sun. The distance to the sun is 150,000,000 km.

$$\frac{\text{diameter of the sun}}{\text{distance to the sun}} = \frac{\text{diameter of the image}}{\text{distance to the image}}$$

3. Estimate the height of the sun above the horizon in degrees. There are 180° from horizon to horizon; 45° straight up. Estimate the height of the sun (21°).

Language

Capture the experience, either from a literal, scientific point of view or from an esthetic view which follows feelings and thoughts.

Art

Keep the memory of the experience fresh with a sketch or painting, either as you really saw it or as you feel it should be.

Photography

You'll need special filters and much practice—plus information from professionals.

This article was prepared by Dorothy Stockton, remedial reading/math and astronomy teacher at Helena Junior High School.



Montanans Look at Latest in Reading Lessons

One of the most urgent priorities of education today is establishing effective reading programs. Montana is responding. On Dec. 4 the Office of Public Instruction sponsored a workshop in Helena to publicize five of the latest and most effective reading programs in the country—all funded through ESEA grants and disseminated nationwide by the National Diffusion Network. Five specialists from California, Nebraska and Minnesota demonstrated their programs to Montana educators. Bill Connett, state NDN Facilitator Project manager, and Reading Consultant Rita Brownlee hosted the day-long event.

The projects on display in Helena covered a complete range of reading curricula. Gretchen Ross of South San Francisco, CA, presented a model of reading for beginners. Her "Alphaphonics" uses an imaginary character from outer space, who comes into the classroom every night and fills a bag with all the materials the children will need the next day for reading instruction. "It's a high impact program," Ross explains, "with a lot of imagination for the children, language development, phonic skills; and we've built into our program a self-concept component, so that while the children are learning to read, they're carefully getting to feel better about themselves, getting good academic self-perception..." "Alphaphonics" has been used successfully for pre-school, kindergarten, first grade, remedial second grade, learning disabled, and children with English as a second language.



Astro, the astral reading coach, accompanied Gretchen Ross to Montana on a conventional airplane.

Orval Hillman of Jamestown, CA, demonstrated a strictly remedial program—"Learning to Read by Reading"—designed for seventh-grade through high school students who read below their grade levels. "About 50 to 60 schools around the country have verified the research I've done in developing the program: that you can bring students up very rapidly with this type program," notes Hillman.

"Project Catch-Up," developed by Fay Harbison of Newport Beach, CA, is a reading and mathematics

program, stretching from kindergarten through the eighth grade but also adopted successfully at the high school and college level. "Our children have consistently made month and a half gains for every month in the program, and this has been happening to us for about the last eight years," says Harbison. "We've been in operation for ten years and the project is still tremendously popular."

Carl Spencer of Lincoln, NE, designed "Project Instruct" for the group of students which persistently fails to learn to read. "Project Instruct" succeeds by thorough impact and economical use of classroom time. A multi-sensory deductive approach, or "direct teaching techniques," assures retention of skills; and reading, handwriting and spelling are correlated through the basal reader for efficiency.

"Vocational Reading Power" is a teacher-oriented program for general classroom use, developed by Carol Burgess of Minneapolis. "Designed for vocational and non-vocational application, its main purpose," Burgess points out, "is to increase students' reading ability and to train classroom teachers—content area teachers, vocational teachers—to adapt their use of printed materials so that the students can more readily understand them."

"You can see why we're excited about the National Diffusion Network," says Connett. "It may be the best thing that's happened to education in terms of our tax dollars: we're now making some of this ESEA research and development pay off."

Montana has participated in NDN since August 1978. Though NDN has been operating for only four years, there have been 7,000 adoptions of exemplary teaching pro-

grams since its establishment. Prior to 1974, educators depended solely on professional journals to spread and gather news on federally-funded teaching projects. Now, an NDN review panel screens all federally-developed programs for proven success and funds only the best for nationwide development and demonstration. Funds are also available for program adoption and adaptation in interested schools, and NDN "facilitators" in almost every state, the District of Columbia and the Virgin Islands monitor their own areas' needs and arrange for program installment. In 1977-78, 109 programs were funded by NDN for national development and demonstration. NDN provides the personal supervision necessary to install programs.

Schools may apply for Title IV, Part C funds to adopt or adapt NDN programs. The funds cover travel to and from the projects, lodging and board, substitute pay, consultant visits and all necessary materials. Proposals for Title IV, Part C adoption grants are available from Title IV Consultant Ron Wirtz, and must be filled out to include a precise budget and demonstration of need matched closely to the project desired. Some projects may meet Title I funding needs. The Division of ESEA Title IV received 22 proposals for NDN program adoptions by its January 5 deadline. A new deadline for ESEA proposals will be announced in the near future.

For more information contact your regional NDN facilitator in the Office of Public Instruction: Jim Palmer—Western Montana; Jim Watkins—Central Montana east to Big Timber; Cliff Harmala—Eastern Montana; or Dr. Bill Connett, Project Manager, toll free 1-800-332-3402.



Reading innovators Orval Hillman, Carol Burgess, Fay Harbison, Gretchen Ross and Carl Spencer.



Legislative Committees

The following is a listing of legislative committees and their regular meeting dates:

House Education Committee: (meets Mon., Wed., Fri., 1:30-4:00 in the Capitol Annex Room 5) Peter Gilligan, Chairman; Jack Uhde, Vice-Chairman; Arlyne Reichert, Daniel Kemmis, Paul Pistoria, Danny Oberg, Ralph Eudaily, Wes Teague, Dan Yardley, Joe Magone, Howard Porter, Fred Daily, Art Lund, Kenneth Nordvedt, Earl Lory, Oscar Kvaalen, Robert Anderson.

Senate Education Committee: (meets Mon., Wed., Fri., 1:30-4:00, Room 402, State Capitol) Bob Brown, Chairman; Ed Smith, Vice-Chairman; Jesse O'Hara, George McCallum, Elmer Severson, Mike Anderson, Chet Blaylock, Larry Fasbender, Richard Smith, Bill Thomas.

House Appropriations Committee: (meets Mon.-Sat., 8:00-11:30, Room 104, State Capitol) Francis Bardanoue, Chairman; Carroll South, Vice-Chairman; Rex Manuel, Steve Waldron, William Menahan, Patricia Gesek, Dan Yardley, Esther Bengtson, Bill Hand, Dave Manning, Howard Ellis, Burt Hurwitz, Oscar Kvaalen, Robert Marks, Art Lund, Jack Moore, L.E. (Gene) Wood.

Senate Finance & Claims Committee: (meets Mon.-Sat., 8:00-11:30, Room 108, State Capitol) Matt Himsl, Chairman; Pete Story, Vice-Chairman; Gary Aklestad, Lloyd C. Lockrem, Mark Etchart, Harold Nelson, Ed Smith, Paul Boylan, Pat Regan, Larry Fasbender, Cornie Thiessen, Bill Thomas, Lawrence Stimatz.

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NEWSLETTERS

The English Bulletin

[Editor's note: Claudette Johnson joined staff on Dec. 1, replacing Linda Shadiow. Her column will appear in Montana Schools every other month.]

My new job is to help you--the Language Arts/English teacher--in whatever way I can, but to do that I must know your concerns. In future columns I would like to include problem areas and success stories. If you have a frustrating experience in the English/Language Arts area and need help, write and I will try to answer. If the problem seems to be a recurring one, I may include my reply in this column. I know too that many of you have particularly successful experiences with certain material, lessons and curriculum. I ask you to share those by sending accounts that can be published in the English Bulletin to Claudette Johnson, English Consultant, Office of Public Instruction, Capitol, Helena, 59601.

Censorship

With the passage of the Initiative 79 some of you may be wondering about the continued use of some of the material in your program. According to a survey released to the Associated Press by the National Council of Teachers of English, censorship in public schools is on the rise. Thirty percent of the 2,000 schools surveyed exert some sort of censorship over educational material. The article states further that this figure is up ten percent from a similar survey done in 1965. The current NCTE catalog includes a section on censorship which reports of a new book edited by Edward B. Jenkinson called **Organized Censors Rarely Rest** (No. 34BB2R, \$2.75). This handbook is intended to help prepare teachers and administrators who wish to prevent major conflicts while maintaining academic excellence and freedom.

Contest Reminder

Feb. 5, 1979 is the deadline for themes on "A Ramp is a Step Ahead," the Ability Counts Contest sponsored by the Governor's Employment and Training Council. The contest incorporates several English skills. Participating 11th and 12th grade students are required to research through interviews with handicapped persons, with employers and with staff of the Disabled Veterans Service, the Job Service and other related agencies. After the interviews students are to

write up their findings in survey reports or themes of no more than three pages. The authors of the five top surveys will receive scholarship bonds in amounts of \$300, \$250, \$150 and \$100. In addition, the first-prize winner will receive a round-trip ticket to Washington, D.C. and \$100 for expenses to attend the Annual Meeting of the President's Council on Employment of the Handicapped. High school English department chairpersons should have details on the contest, but if you have any questions contact Mark Bowlds, Governor's Employment and Training Council, 35 S. Last Chance Gulch, Helena, 59601 (449-5600).

Time Teaching Aids

At the beginning of the year there is more concern about time. Here are some ideas using time as a theme, from **Designs and Directions** and **English Programs**.

1. **Bulletin board or display:** Make ticket stubs for travel through the "time machine" of reading. Use as the display caption: "Books are tickets on the time machine. Where would you like to go?" The ticket stubs might be attached to travel folders made from the attractive book covers of novels focusing on particular time periods, e.g., **Gone with the Wind**, **David Copperfield**, **The Hunchback of Notre Dame**, **The Ox-Bow Incident** or **2001: A Space Odyssey**. The ticket stubs should list dates instead of destination, e.g., 1799 - 1861, 1979 - 2001, 1979 - 1880; or place-time combinations, e.g., "Twentieth-Century America to Fifteenth-Century France."

2. **Writing Idea** Ask the students to list all the sounds they actually hear in one minute. Suggest they use onomatopoeic or sound-imitating words. Before starting the activity the teacher may wish to discuss several examples for the student to follow. In place of "the sound of the radiator," for example, the student might write, "the humming of the radiator" or "gurgling of the radiator."

3. **Writing Idea** Ask students to write paragraphs in class about the "longest minute" of their lives. The teacher may wish to preface the writing by asking them to hold their breath and count out 60 seconds, to emphasize how long a minute seems to be in terms of tension, anticipation, boredom or duress.

SPECIAL EDUCATION

SHIRLEY MILLER, CONSULTANT

Stressing the "Individual" in Writing Individual Education Programs

Probably the most important and challenging mandate of P.L. 94-142 is that each handicapped child must have an Individual Educational Program written and agreed to by school personnel and the child's parents prior to receiving special education services. The intent of this requirement is to justify labeling a child "handicapped" and spending additional money to provide special education services. Careful planning must be documented to insure that such services are appropriate to the child's unique and special needs.

The labeling of a child as handicapped is not to be undertaken heedlessly and is in fact required for purposes of federal and state reporting and to insure that a child does indeed need services not provided by the regular education programs. Montana has attempted to minimize the potential negative impact of the labeling process by providing noncategorical service patterns: children are not grouped for special education purposes by the nature of the handicapping condition label. Each child is, on the other hand, provided service determined solely by the child's unique needs, regardless of label.

In keeping with this effort to provide only those services needed to handicapped children, local school personnel and parents are encouraged to look carefully at every child--irrespective of the qualifying label--in designing the individual education program. It is important to remember that most often the label we attach to a child is not in any way thoroughly descriptive of that child or his/her unique education need. If a child has been labeled "learning disabled" or "emotionally disturbed," we still know very little in terms of what the child's needs are. The range of educational needs of children within the category of "learning disabled" is nearly as broad as the range of needs across all handicapping conditions.

Although curriculum guides can be of great use as general outlines, it would be futile and potentially harmful to attempt to develop a general curriculum--or a general individual educational program--for children sharing the same handicapping condition. Knowing that "Johnny" has been labeled "autistic" is of relatively little value in planning an educational program for him. What we need to know are the specific services Johnny needs in order to profit maximally from his education. This is the central purpose of the individual educational program process: to diagnose Johnny's individual

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...gram for an individual child.

Child Count

The October child count is now complete. The federal government changed the count to a single Dec. 1 child count, which is presently being collected. As a result of this change, the Office of Public Instruction will be asking for a summary June 1 count as a year-end report. The results of the October count show that Montana serves six percent of its total school age population in special education programs. The Bureau of Education for the Handicapped projects that 12 percent should be served.

Proposed Changes

At the Aug. 22 emergency meeting of the Interim Legislative Finance Committee, four legislators were appointed to work with the Office of Public Instruction staff on allowable costs for special education. Since that time we have provided the legislators with data on costs by service delivery, child count by age and handicapping condition, budget comparisons among three school years (by total state, by region and by school districts) and other types of data.

The legislative subcommittee was also interested in possible definition and rule changes. An ad hoc group of resource teachers, school psychologists and special education supervisors met twice to assist us in preparing proposed definition changes for three handicapping conditions: emotionally disturbed, learning disabled and speech/language impaired. Another proposed change of rules which has been submitted to the legislative subcommittee relates to resource-room teacher caseloads. These proposed changes were developed to provide the legislators with a starting point for discussion. It is anticipated that one proposed definition ("learning disabled") will be recommended for change through the administrative code rather than by legislation. Any change, whether through administrative rule or legislation, will be adopted only after testimony is heard and suggestions considered.

For further information call toll free 1-800-332-3402. Written testimony will be forwarded to the subcommittee.

Cooperatives Forming

Regional services has been terminated as of 1980 by legislative act. As a result many districts are banding together in interdistrict cooperative agreements in order to continue the service previously provided by regional services. These cooperatives are funded by the participating districts. The host district operates the cooperative from a special fund called "Fund 20," which is not part of the General Fund. Cooperatives are presently working in Lincoln County, Flathead County, Sanders County, Lake County, Conrad-Cut Bank-Shelby, Powder River, and Baker.

TRAFFIC SAFETY
CONSULTANT
CURT HAHN

Traffic and Safety Education

Parent Involvement Program

Involving parents in your Traffic Education Program will enable students to gain valuable experience; and as parents become aware of what your program is all about, the program will gain additional respect and support.

To help you involve parents in your program, we have a complete parent involvement program available to you on a free-loan basis. It consists of a 35 mm color/sound filmstrip with cassette, a parent booklet and an instructor meeting-guide. If you would like to borrow this program material contact the Office of Public Instruction's Traffic and Safety Education staff.

Winter Survival in Your Vehicle

If you would like a handy brochure with information on a winter storm kit, automobile parts as lifesavers, prolonged exposure to cold, snowmobiling, winter weather warnings and wind chill factor comparisons, write to: Roy Linn, Safety Specialist, Cooperative Extension Service, M.S.U., Bozeman 59717.

Safety Belts Are Easy to Use

Did you know that in the next ten years of normal driving, it is almost certain that you and each of your students will be involved in a motor vehicle accident serious enough to injure or even kill you? Studies of actual traffic accidents and of simulated accidents using test cars have shown that the cause of injury or death in most traffic accidents is the "second collision." The unbelted occupants of the auto are thrown into the car's windshield, steering wheel, dashboard or other hard interior surfaces. We can prevent "second collisions" by wearing safety belts. To assist you in your efforts to convince others to use seat belts, a brochure is available free from: Sylvia Casey, Traffic Safety Coordinator, Highway Safety Division, Dept. of Community Affairs, State Capitol, Helena 59601. Request as many as you need.

Summer Employment

Would you like to spend Summer 1979 teaching Traffic Education in a small town south of Missoula? If so, Florence-Carlton High School Superintendent Bill Willavize would like to hear from you. Write: Dr. William Willavize, Superintendent, Florence-Carlton School, Florence 59833, phone 273-6751.

Snowmobile Safety Programming

The Montana Dept. of Fish & Game has a new Snowmobile Safety

Program outlining the basic principles of safe and responsible snowmobile operation. As an instructional unit, this material could become a part of traffic education, physical education, social studies or science. If you are interested in obtaining this material, please contact: Bob Bird, Chief, Safety and Training Bureau, Dept. of Fish & Game, 1420 E. 6th Ave., Helena 59601, phone 449-2452.

Standards for Approval of Teacher Education

The Montana Board of Public Education is considering the adoption of a rule outlining standards for state approval of teacher education. This rule includes the following standards pertaining to programs for preparing teachers of driver education:

(a) The program shall require that the candidate for the driver education certificate possess a standard teacher's certificate in another area of certification.

(b) The program shall include opportunities for the candidate to experience student teaching in theory classes and behind-the-wheel situations under professional supervision.

(c) The program shall provide the candidate with specific knowledge of administrative procedures, practices and policies required for organizing and operating an approved driver education program.

(d) The program shall develop the candidate's ability to assess current trends and shall provide information about current materials and innovative methods in driver education.

(e) The program shall develop for the candidate an awareness of the necessity to provide students with positive attitudes toward safe driving as well as with the required skills for safe driving.

Comments should be directed to Curt Hahn in the Office of Public Instruction, toll-free 1-800-332-3402 or direct dial 449-2677.

Aetna Speaks Out on IHS Study

Teenage drivers with Driver Education credit have fewer and less costly auto accidents than teenagers without Driver Education, according to a three-year analysis released by Aetna Life and Casualty. Driver Education course requirements, normally set by state education departments, consist of at least 30 hours class instruction and six hours actual driving. Courses are given in about 75% of all U.S. high schools. The study compared frequency of claims per 100 cars and claim cost per car, for some 175,000 under-21 drivers insured by Aetna in all 50 states. The youthful operators were separated into two groups--with and without driver education credit. For the years 1974-76, those with driver education credit averaged 13.7 personal liability insurance claims per 100 cars; those without the credit, 15.7 claims. For the same three-year period, driver education-credited operators filed 16.7 collision insurance claims per 100 cars; those without credit, 18.7 claims.

Upcoming Traffic and Safety Education Dates

Jan. 8-10, 1979	Winter and Emergency	Whiting Motor Hotel
Jan. 11-13, 1979	Driving Workshops	Stevenspoint, WI
Jan. 14-16, 1979	National Safety Council	
Jan. 17-19, 1979		
May 6-7, 1979	Montana Traffic Education Conference	Heritage Inn Great Falls



Community Education Workshop in Great Falls: The Office of Public Instruction, in cooperation with the Center for Community Education Development, is sponsoring a two-day community education workshop Jan. 31 and Feb. 1 at the Heritage Inn in Great Falls. Registration is at 9:00 a.m. Skip Liebertz, Community Education Director from Salem, OR, Public Schools will be the keynote speaker. For more information, call on the education hotline, 1-800-332-3402.

Volunteer Programs: The National School Volunteer Program is an organization that works to develop local school volunteer programs and to increase the effectiveness of volunteers in schools. For information, write the National School Volunteer Program, Inc., 300 N. Washington St., Alexandria, VA 22314. For information and publications from the National Student Volunteer Program, contact the Montana Action Office in Helena.

National Evaluation Findings "Compelling and Positive": According to Development Associates, Inc., which recently evaluated community education programs federally funded in 1976 and 1977, a large majority of teachers, principals and project directors interviewed reported significant increases in learning resources for students, in the level of community support for the schools, in cooperation between the school and other agencies, and in expanded use of school facilities. Fifty six percent of the teachers randomly interviewed reported that the community education projects in their schools had had positive effects on students' attitudes toward school. Increased support for schools was reported by 95 percent of the project directors, 90 percent of the superintendents and board members, 91 percent of the principals and 70 percent of the staff of community agencies. The report states that "such compelling and positive findings are unusual". It further states that the consistency of positive findings was "remarkable," since the results of most federal program evaluations tend to be negative.

Resources: The Federal Community Education Clearinghouse is an information and referral center which collects, organizes and distributes information on a wide range of subjects related to community education. Their toll-free hotline number is 1-800-638-6698; their address, 6011 Executive Blvd., Rockville, MD 20852.

The community education consultant has the following publications available on loan: "Keys to Community Involvement," a series of 15 guides; "School-Community Council Governance"; "The Funding Process: Grantsmanship and Proposal Development"; "Directory of Community Education Projects" (project descriptions); "The Community Education Handbook"; "The Schools' Community Roles in the

Next Ten Years. "Blueprint for the Future: A Citizen's Action Program for Better Schools." "Community Education: A Guide for Student Skills and Creating Interagency Projects."

Public Relations Ideas From "Network": "Network," the paper for parents, is published eight times a year by the National Committee for Citizens in Education (NCCE). Since the newspaper is devoted to helping parents effectively support the public schools, each issue is filled with ideas for parent school public relations. Subscriptions are \$8.00 a year. Write to NCCE, 410 Wilde Lake Village Green, Columbia, MD 21044.

Montana Community Schools: We have received the following reports from some of Montana's community education projects:

Conrad: Conrad School Dist. No. 10 has begun to implement a community education program with emphasis on activities that would provide youths with attractive alternatives to the use of drugs and alcohol, and other delinquent behavior. Students will work with activity directors to design after school activities such as mechanics training, arts, music and sports. A community education coordinator/social worker will work with students, families, a community council and the school to develop a drug, alcohol and vandalism awareness program. Seventeen local and county organizations support the program.

Bozeman: The Bozeman Dist. No. 7 School Board has authorized a one-year study of Bozeman's community education activities in order to develop a formal written policy. Donna Weisenborn, the community education director, works closely with each local council and with the 24-member interagency council. In addition to documenting the current level of use of school facilities, the amount of community participation in the regular school program, and the number of additional programs for adults and youth, Donna assists in the coordination of council operations and directs an active program of public relations and outreach activities.

Libby: The Libby community education program has involved one third more people in the program this year than last. More than 1200 people took part in some way. Community education director Harley Paulson reports that the community councils have recently had an opportunity to learn the skills of leadership development, group dynamics, goal setting and decision making. In October, approximately 40 council members participated in a two day training session given by Gregg Hanson of Salem, OR Community Schools.

Frazer: This year the Frazer School Board passed a resolution to support community education in the district and hired Rose Todd as community education director. Superintendent Richard E. Cunningham, who was the superintendent of a community school in Oregon before coming to Montana, states that the school complex, particularly the library and gym is being made available for community use. Civic awareness activities, classes for adults, recreation programs and a high school completion program are attended by residents of Frazer, Glasgow and Wolf Point.

Steps to Establish Classroom Discipline

Discipline problems in school have ranked high in teacher and parent polls across the nation in recent years. There are a number of approaches professional educators can take. To paraphrase Dr. James Dobson, author of the book *Dare to Discipline*, we can emphatically state that:

(1) Authority has its place in the classroom. The teacher who starts from an indecisive position is in for a heap of trouble.

(2) The teacher's behavior the first day or week of school is the key to establishing good discipline for the rest of the year.

(3) Teachers should deal with small problems promptly. Consistency is crucial. A lot of little problems left unattended can build into big ones and undermine the teacher's role as the leader in the classroom.

(4) Teachers should define their limits for the students yet expect to be tested.

(5) Although anger will work to extinguish undesirable behavior, it is the teacher's least effective tool.

(6) A respect for individual differences is an essential ingredient in establishing classroom discipline. Not all students are alike, nor are all teachers alike. What works for one will sometimes have to be modified for another.

Dr. William H. Glasser in *Schools Without Failure* outlines several steps teachers can take to establish a classroom environment with good discipline. First, the teacher must ask, "What am I, the professional, doing-and, is it working?"

Second, the teacher must remember to be personal in dealing with students. The student who feels warmth and respect for the teacher as an individual will respond to requests much more readily than a student who despises the teacher. The teacher must make an effort to get to know students (above and beyond the subject matter being taught). An interest inventory can be used to bridge this gap for the teacher who sees many students each day. Questions to determine students' home activities and inclinations can be used to personalize and individualize the classroom atmosphere. This personalization must not be mistaken for the over-familiarity that can evolve with secondary students. Beginning teachers must be especially cautious about the dangers of wanting to become friends to all of their students. The less mature students will have difficulty distinguishing role differentiation. The beginning teacher who becomes a pal to all students is open for some discipline problems.

Dr. Glasser's third step involves democratically establishing classroom rules. Such rules might include following directions, raising one's hand, staying in one's seat, keeping one's hands and feet to oneself, and not teasing others. It is imperative that the teacher have general agreement on the classroom rules, for it is this group commitment that forms the basis for corrective discipline in the future.

The fourth step in Dr. Glasser's approach enables teachers to deal with misbehavior. When an infraction occurs, the teacher should ask the student, "What are you doing?" Teachers should be especially careful to use "what" when questioning students, rather than "why." Threatening the self-image by asking "why" is counter-productive. Ideally the teacher wants students to focus on "what" they are doing wrong in an attempt to correct the situation. Once students have recognized "what" they are doing, the teacher should elicit value judgment by asking, "Is what you're doing against the rules?" Now it should be apparent why obtaining general agreement to the rules initially is so important. This agreement is the foundation for working out a plan. The teacher can accept no excuses. In addition, the teacher should try to conduct these conversations privately. Take the student to the back room or out into the hallway for questions. Even negative peer pressure is better than none for the attention seeker. A public inquisition may reinforce inappropriate behavior for the student with strong attention needs.

If misbehavior recurs, Dr. Glasser suggests a fifth step which varies for elementary and secondary students. When misbehavior recurs in an elementary school age child, that student should be isolated from the class. For example, the student can be made to sit at a desk placed in the back of the room, facing away from the rest of the class. The student should not be allowed to return from the desk until a commitment has been made to an acceptable plan for appropriate behavior. If the fifth step must be invoked, it is time to call home. Often the parents' cooperation is a big help to the teacher; and the teacher and parent can discuss consistent ways of handling behaviors that may be occurring both at home and at school.

Dr. Glasser recommends that secondary students be sent out of the classroom to an "in-school suspension room." This room should have desks or tables to which students are assigned. No talking is allowed, and bringing along assigned seatwork or homework is a must. Again, if this step must be invoked, the parents should be called.

If these steps fail, the student can be sent home, but only after calling the parents. A parent-teacher-student conference should be a prerequisite for re-entry into the regular classroom. If all else fails, Glasser recommends professional psychological help for the child and/or the child's family.

Spanking the student will work as a temporary measure to reduce undesirable behavior. If this approach is the only, or most frequent method used, however, administering the school's discipline program will be difficult at best. Refer to the Montana School Law, Section 75-6109, before administering corporal punishment.

There is a number of well known people that could have been classified as potential discipline

problems during their school-age years. Albert Einstein was four years old before he could speak, and seven years old before he could read. If you had been his preschool or kindergarten teacher, how would you have handled little Albert? Isaac Newton was rated a "poor" elementary student by his teacher, and Beethoven's music teacher said, "As a composer he's hopeless!" Thomas Edison's teacher told him he was too stupid to learn anything. F.W. Woolworth worked in a dry goods store at age 21. The boss wouldn't let him wait on customers because "he didn't have enough sense." Walt Disney was fired by a newspaper editor because his ideas were "no good." Winston Churchill

failed the sixth grade, yet he helped lead the Allies to victory in World War II.

There are no simple solutions to discipline problems. Each situation requires professional judgment. There is no broad-spectrum antibiotic that will cure each of the ills that afflict our classrooms. It is the wise teacher that recalls the words of Henry David Thoreau, who said, "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears." In any case, the positive steps outlined by Dobson and Glasser will be a help to the teacher in facing the challenge of dealing with classroom discipline problems.

"Learn With Love"

Parents have always had a profound influence upon the education of their own children. It is virtually impossible to overestimate the importance of the home on the child's acquisition of skills. In most cases, parents have the sole responsibility for the child's development during the critical years of language learning. We know that reading is a language process. Thus the kind of start the child gets during these important language-learning years will have lasting effects.

Because parents are the child's first and most important teachers, they need to know the importance of this role. To provide help to parents, a committee of the Montana State Reading Task Force has developed the "Learn With Love" pamphlet and booklet. These materials are designed to give parents suggestions for the effective use of the time they spend with their children. "Learn With Love" supplies parents of pre-schoolers with suggestions in the areas of sensing, experiencing, talking, playing, feeling and reading. Materials were developed by Grace Buchanan and Nancy Hammer, Hamilton Public Schools; Geneva Van Horne, University of Montana; Josephine Thex, Labre Mission School, Ashland; and Jerry Sullivan, Montana State University.

Since September, 70,000 copies of the pamphlet and booklet have been distributed throughout the state. Because of the tremendous demand, a second printing is under way.

Next month the Office of Public Instruction will broadcast public service announcements directed toward parents and what parents can do to prepare their children for entering school. One of the most important responsibilities of teachers and school administrators is to enlist parents' support in making the home influence helpful, not hindering.

Parents seem to accept the fact that their children differ in size, coloring and temperament. They must be helped to understand that individual differences are equally prevalent, and perhaps even more significant, when they occur in learning. Parents need to know how reading is related to speaking, listening and writing. They should understand how various activities help reading readiness and act as an integral part of learning to read.

As educators we need to share with parents our knowledge about the literature available for children, and to help parents clarify their own responsibilities during children's reading-learning years. In this do-it-yourself age, department stores and mail-order catalogs offer how-to-do-it kits "guaranteed to teach your child to read." Games and gadgets galore are available for word drill and analysis. Parents frequently think this is the only way they can help a child with reading; yet, except in special cases, isolated word drill is probably the least effective way.

Far more promising is parental aid in creating in children a desire to read and in developing lifetime reading habits. Specific recommendations educators make to parents include:

Set a Good Example -- Parents can let children see that they read and enjoy it. The parent who is "too tired" or who "can't be bothered" to read is teaching the child, by example, to feel the same way.

Make it Easy to Read -- Good light, comfortable chairs, plenty of well-chosen books, a quiet room, no interruptions--all invite a child to read enjoyably.

Study Children's Reading Tastes --Children's reading tastes and interests vary. Schools should make available to parents many good children's book lists. Public libraries are another source of book lists.

Establish the Library Habit Early --Parents can make weekly visits to the public library a regular part of family life. They can show children how the library operates and let them browse among the children's books. They can teach children how to use a library card. They can help children understand the importance of book care.

Help Children Enjoy Reading --Parents can enhance children's enjoyment of reading by listening to them read, by reading to them, by discussing what is read, by pronouncing hard words without criticism, by showing genuine interest in what children glean from their reading (new vocabulary, new ideas, new values) and by helping them understand strange ideas and concepts.

Suggested references for parents: Larrick, Nancy. *A Parent's Guide to Children's Reading*. New York: Bantam Books, Inc., 1975. Paperback. Winn, Marie. *The Plug-In Drug*. New York: Bantam Books, Inc., 1978. Paperback.

CLASSIFIEDS

Superintendent Urges Bus Drivers to Opt for Inservice

In April 1978, Superintendent of Public Instruction Georgia Rice recommended to the Board of Public Education the adoption of a rule requiring that every regular and substitute school bus driver receive 30 hours of inservice training for certification and 18 hours of training every three years for re-certification.

After much deliberation the Board voted at its October meeting not to adopt the proposed rule. The Board was concerned that districts already experiencing difficulty in hiring school bus drivers--particularly smaller districts--would find the task nearly impossible if every driver had to spend 30 hours in inservice training the first year and an additional 18 hours every three years.

However, the Board of Public Education urges all local school districts to take advantage of the established school bus driver inservice training program on a voluntary basis. The Board knows what a tremendous responsibility school bus drivers carry with them on their buses each day, but knows that local administrators and trustees are concerned about the safety of their children and will want to offer every available training program to their school bus drivers.

Districts seeking information can contact Terry Brown, Consultant, Pupil Transportation Safety, Office of Public Instruction, State Capitol, Helena 59601; or call toll free 1-800-332-3402.

Lewis and Clark Prevail upon Young Artists

Montana students in grades 4-6 are encouraged to submit artwork for a competition based on the Lewis & Clark Expedition. Pieces should depict events of the expedition or scenes along the Lewis & Clark Trail. Entries must be postmarked no later than March 15, and first prize will be a \$25 U.S. Savings Bond. For more information contact Bob Saindon at Irle Elementary School in Glasgow, phone 228-2215.

Scottish Rite Scholarships Available

Montana public school teachers with one year of classroom experience are eligible to apply for six \$300 summer school scholarships available from the Scottish Rite Foundation of Montana. Applications forms and information are available by writing the Scottish Rite Scholarship Committee, Box 4879, Helena 59601. Applications filing date deadline for the 1979 summer school scholarships is April 10, 1979.

I Love To Read Day Dawns in February

The Reading Improvement Program in the Office of Public Instruction has designated Wednesday, Feb. 14, as *I Love To Read Day*. We have asked schools to plan a reading activity in which children will be able to spend time reading, acting out stories they have read, reading to other children, or taking part in any number of activities that promote reading for enjoyment. An idea packet called "Read To Your Hearts Content" was sent to all schools with more suggestions of activities for the day.

Music Conference Will Play in March

The Northwest Division of the Music Educators National Conference will be held in Billings, Mar. 21-24. Entitled *Music-A Lifetime Involvement*, the conference will provide scores of activities, meetings and workshops for the 300 music directors expected to participate.

Included in the small sessions will be material in administration and leadership, band, choral music, orchestra, general music, elementary, community college, higher education and research, student members and programs for small schools. For more information contact Stephen Stone, President Northwest Division MENC, School of Music, Univ. of Oregon, Eugene, OR 97403.

Film Catalogs Distributed

The long awaited 1978-79 catalog of films in the Montana State Audiovisual Library is finished and has been shipped to schools throughout the state. Superintendents of each district have received enough copies to distribute one to each of their schools. Small schools without district superintendents should contact their county superintendents to make arrangements to use the catalog. Additional copies are available for \$6.50 from the Audiovisual Library. Order forms are included in the catalog and in this issue of *Montana Schools*.

The Encyclopedia Britannica Educational Corporation has

Essay and Poster Contest Opens for Grades 3 & 4

Third- and fourth-grade students are invited to submit illustrated essays on aging for a contest conducted by the V.F.W. Auxiliary as the President's Project. The title of the essay will be *What the Senior Citizen Means to Me*. As part of phase II in the effort to counteract the early development of negative stereotypes of the aged, students will submit their work for regional judging. Three winners from each of the seven districts will receive \$25 U.S. Savings Bonds. The 21 finalist essays will be judged in Helena where three state winners will be chosen. The first, second and third place state winners will receive a \$100, \$75 and \$50 U.S. Savings Bond; and the first place winner will be given an all-expense paid trip with his/her parents to the 11th Governor's Conference on Aging in Billings on Sept. 1. All Montana elementary schools will be receiving contest rules and regulations.

The contest follows a series of workshops on gerontology in the elementary classroom for teachers, conducted throughout the state by Montana State University. Teachers who did not attend workshops in their areas are welcome to attend the final workshop in Bozeman on Feb. 9-10. For more information contact Virginia Hartman at the Center for Gerontology, Montana State University, Bozeman 59717, phone 994-2371.

presented this office with a film entitled *EBE: The First Fifty Years*. The film documents the first fifty years of the EBE Corporation and the work done in the field of educational films during that time. Though largely a history of the company itself, the film clips and discussion on the growth of film as an educational tool makes the film a valuable resource for anyone teaching the history of film, or for teachers/librarians who still have to convince their school boards of the value of film in the classroom. The film can be borrowed free of charge from the Office of Public Instruction by contacting Bruce MacIntyre, Library Media Consultant at 449-3861 or 1-800-332-3402.

Please send _____ copies of the 1978-79 catalog of films in the Montana State AudioVisual Library. I have enclosed \$6.50 for each catalog ordered. Total amount enclosed \$ _____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

Send to: Montana State AudioVisual Library, Office of Public Instruction, State Capitol, Helena, Montana 59601. Allow two weeks for delivery.

Special Ed Teachers to Learn Metric Teaching

The Three State Metric Consortium will conduct a workshop at Eastern Montana College, July 16-Aug. 3, to train selected special education teachers in metric measure and its teaching. Upon completion of the workshop, trainees will be designated as metric regional consultants for all special education teachers in their geographic areas, sharing teaching information with other consultants from Montana, Idaho and Wyoming. Based on the desire for broad state representation, selection priority will be given to teams of two or three teachers from the same area. Meals and housing will be available, and the workshop cost of \$20 will provide five graduate credits in special education. For more information and applications write Dr. W.A. Stannard, Three State Metric Consortium, Eastern Montana College, Billings 59101.

Congress Extends School Aid to Viet Refugees

The Indochinese Refugee Assistance Act of 1976 has been extended three years by the Education Amendments of 1978. School districts may now continue to receive financial assistance to provide supplementary educational services to eligible refugee children. Congress is expected to appropriate needed funds early this spring. To be eligible, children must be aged 5-17, paroled into the United States after Jan. 1, 1977 and enrolled in public or nonpublic schools. The maximum amount of financial assistance a school district may receive for each eligible child is \$450.

Financial assistance may be used to meet the cost of providing refugee children with supplementary educational services necessary to enable them to achieve a satisfactory level of performance and may include English language instruction, other bilingual services, special materials and supplies, additional basic instructional services such as additional classroom teachers, and special inservice training for personnel who provide instruction. Not covered under this program are administrative costs, construction costs, costs of renting space and costs of transportation.

The Office of Public Instruction will be asked to survey Montana school districts early this spring to ascertain the number of eligible refugee children. If you have refugee children enrolled in school, please write Dean M. Lindahl, Director, Federal Programs Unit, State Capitol, Helena 59601, or call 449-2410.

Office of Public Instruction Hotline Activity

Christy Shandy, Reception/Referral Desk Manager, transferred 1,207 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of December.

From the SUPERINTENDENT

(Excerpts from remarks to Legislators on State of Education, Jan. 11, 1979.)

and complex task. I believe that by working with the members of the Legislature, we can find viable solutions to those complex problems, I'd like to discuss a few areas of major concern.

Among the more notable federal programs is the Elementary and Secondary Education Act. More than 500 Montana schools are participating this year. It is important to remember that these grants are categorical--the money can be spent only for the specific purpose intended, and cannot be mixed with other federal or state funds, nor can it replace state funds. I firmly believe that education is a state and local responsibility. I object strenuously to allowing control of the education of our young people to be removed from the people of this state.

As of Feb. 1, 1978 we were serving 11,465 youth in Special Education programs. These programs are funded 100% from the state level, with only a small amount of Federal funding. My Special Education staff allocated approximately \$28 million for the current year for the handicapped.

Montana schools are now providing some special services to meet the needs of the Gifted and Talented. I am asking the Legislature for some state support programs for them.

Contrary to what is often reported, Montana educators are greatly concerned about student proficiency. As evidence of that concern, the Montana School Testing Service in conjunction with the Office of Public Instruction consultative services offers tests designed to assess the strengths and weaknesses of programs. I object to basic skills testing as a method for selecting, sorting and labeling people--too often the results are not used for the student's benefit.

Vocational education offers shorter-term training which will lead to immediate employment in jobs that pay well. The vocational technical centers have operated well in the past two years. The Board of Public Education creates policy for Vocational Education. The Superintendent of Public Instruction administers these policies. But it is the local Districts where technical centers are located that have the responsibility for the day-to-day operation of the centers. This responsibility includes negotiation of salaries for the center's staff. When considering a change in governance first we must ask how the change will benefit the students in the center; and then we must assess to what extent a state-centered system would drain funds which might better be used for local programs.

Adult education programs operate in 28 counties serving 1,895 people. The average cost per student is less than \$70 at this time.

Approximately 85,000 students are benefitting from the school lunch program through the Department of Agriculture with state and local participation.

Over half of the students in Montana travel by school bus. Transportation funds are appropriated separately by the Legislature and maintained in a separate fund at the district level.

Education allows each person to become a contributing member of our great nation, this great state and the communities across Montana. It is our best investment in the future.

This office is here to provide information, service and leadership. We are accountable and owe believe in the future of education.



Georgia Rice

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montana schools

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Inside-Out

- 1/2 Montana Readies for Eclipse
- 3 NDN Workshop for Reading
- 4/5 Newsletters
- 6 Discipline at School
- 7 "Learn With Love"
- unClassifieds
- plus: Superintendent's column

Feb Calendar

Feb. 2-7	Nat. Assoc. of Secondary Principals Annual Meeting • Houston
4-10	Nat. Dental Health Week
8-19	Winter & Emergency Driving Workshop • Stevens Point, WI
11-13	Montana Assoc. of Elementary School Principals Conference • Fairmont
12	Lincoln's Birthday
14-17	American Assoc. of School Administrators Annual Convention • New Orleans
19	Washington's Birthday

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